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| **Unit Author** | | | | | | |
| First and Last Name (teacher and librarian) | | | | | Lisa Sorlie – creator  Ray Johnson – teacher of GOAL Academy – Gillett, WI | |
| School District | | | | | Gillett School District | |
| School Name | | | | | GOAL Academy | |
| School City, State | | | | | Gillett, WI | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| Everyday Heroes Call for Action! ( aka C4A) | | | | | | |
| **Unit Summary** | | | | | | |
| This unit's mission is to bolster strong moral characteristics in teens while developing academic reading and communication skills.  This unit has two main components which compliment one another: Everyday Heroes and Call for Action.  Students will read a nonfiction book selection that details an everyday hero and his or her contributions to the world. Students will use a wiki to discuss novel themes with students from other schools. While reading the novels, students will strengthen their text engagement through the use of Say Something strategy (Kylene Beers) and Question-Answer Relationshiop questioning techniques (Taffy Raphael). This portion is the *Everyday Heroes* part of the unit.  Guest speakers include author Hank Wagner (in-person at Gillett, and via Skype/Polycom to other locations) and Abe Clark (via Skype/polycom ). Both of these authors are showcased in the literature portion of this unit. For GOAL Academy, Hank Wagner’s book *Teachable Moments: Lessons from Africa* will be read aloud daily throughout the unit.  Upon completion of the reading portion, students will be identify an authentic area of need or area to improve. They will use problem-solving and collaboration rubrics to improve their selected area of need. They may be working with other students from other schools with the use of a wiki. This part is the *Call for Action* portion of the unit. | | | | | | |
| **Subject Area** | | | | | | |
| English / Language Arts | | | | | | |
| **Grade Level** | | | | | | |
| 7th grade | | | | | | |
| **Description of Student Inquiry Assignment (What students will be asked to do and final product)**  **Students will identify an area that needs improvement in their communities or abroad by brainstorming and consulting with school and community officials. Schools from around the world will be invited to participate in a collaborative problem-solving project aimed at improving or solving a problem. Web 2.0 tools will be utilized to brainstorm problems, create partnerships between schools, communicate between students, and implement plans of action. Students will periodically utilize videoconferencing tools to meet “face to face.” Students will communicate the results of their project to their school board and/or other stake-holders by creating a visual presentation of their choice. Students will reflect upon their journey. Each team of students will be allowed to engage in this reflection with a web tool of their choice (Voicethread, video conference, etc).** | | | | | | |
| **Approximate Time Needed for Entire Unit** | | | | | | |
| 3 months…maybe more? | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| **Wisconsin State Standards (content)**  **Reading Standard for Information Text**  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas  influence individuals or events, or how individuals influence ideas or events).  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). – Mr. Wagner’s speech  Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Writing Standard Grade 7**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). Text-*Three Cups fo Tea*  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **Wisconsin State Information and Technology Literacy Standards**  **All of Standard A: Media & Technology:** Students in Wisconsin will select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems.  **• Use common media and technology terminology and equipment**  **• Identify and use common media formats**  **• Use a computer and productivity software to organize and create information**  **• Use a computer and communications software to access and transmit information**  **• Use media and technology to create and present information**  **• Evaluate the use of media and technology in a production or presentation**  **All of Standard B: Information and Inquiry:** Students in Wisconsin will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, nonprint, and electronic formats to meet personal and academic needs.  **• Define the need for information**  **• Develop information seeking strategies**  **• Locate and access information sources**  **• Evaluate and select information from a variety of print, nonprint, and electronic formats**  **• Record and organize information**  **• Interpret and use information to solve the problem or answer the question**  **• Communicate the results of research and inquiry in an appropriate format**  **• Evaluate the information product and process**  **Partial of Standard C: Independent Learning:** Students in Wisconsin will apply information  and technology skills to issues of personal and academic interest by actively and independently seeking information; demonstrating critical and discriminating reading, listening, and viewing habits; and, striving for personal excellence in learning and career pursuits.  **• Develop competence and selectivity in reading, listening, and viewing**  **• Demonstrate self-motivation and increasing responsibilityfor their learning**  **All of Standard D; The Learning Community:** Students in Wisconsin will demonstrate the ability to work collaboratively in teams or groups, use information and technology in a responsible manner, respect intellectual property rights, and recognize the importance of intellectual freedom and  access to information in a democratic society.  **• Participate productively in workgroups or other collaborative learning environments**  **• Use information, media, and technology in a responsible manner**  **• Respect intellectual property rights**  **• Recognize the importance of intellectual freedom and access to information in a democratic society** | | | | | | |
| **Student Objectives/Learning Outcomes for Unit** | | | | | |
| Students will participate in a project-based authentic learning journey.  Students will participate in literature discussion groups with others outside of their school (as well as classmates) with the use of Web 2.0 tools such as wikis and teleconferencing sites.  Students will read, analyze, and react to novels that detail the stories of everyday heroes. This will help students’ confidence in their own potential to positively impact the world.  Students will learn a strategy to engage with text (Kylene Beer’s – Say Something)  Students will learn ways to collaborate with those in their community, nation, and /or around the world. This includes both the literal (use of Web tools) and the affective (social skills and netiquette) aspects to collaboration.  Students will hone effective writing skills through authentic writing opportunities embedded in the Call For Action portion of this unit.  Students will identify a problem and use a problem-solving rubric to create a plan of action. Students will implement, recommend, or delegate a plan of action and reflect upon the learning journey as well as the results of the plan.  Students will present their project journey with stake-holders in an event called “Leaving my Legacy.” | | | | | |
| **Curriculum-Framing Questions for Unit** | | | | | |
|  | | **Essential Question** | | What is the role of a citizen in a community and nation… as well as a member of the global community? | |
|  | | ***Unit Questions*** | | In what ways can an ordinary person positively impact his or her community, nation, or world? | |
|  | | ***Content Questions*** | | What characteristics do everyday heroes have?  Which technologies allow collaboration and problem-solving to occur between people in various global locations?  How can one effectively communicate in authentic situations using proper grammar, semantics, and social proficiencies?  What variables need to be considered when problem-solving? | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline (formative and summative assessment of content and information / technology literacy objectives)** | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Before project work begins** | | **A students work on projects and complete tasks** | | **After project work is completed** | | | Base-line:  Journal, rubrics, | Collab. And Problem solving rubrics | Graphic organizers  Anecdotal records and observations  Student comment rubric | Collab. And Problem solving rubrics  Posters (themes analysis) |  | Collab. And Problem solving rubrics  Journal  Reflection project | | | | | | | |
| **Assessment Summary** | | | | | |
| Assessment applications are embedded in the Unit Details (see below). For the inquiry project, the same two rubrics, the [problem-solving](http://call4action.wikispaces.com/file/view/Problem+Solving.pdf) and the [collaboration rubric](http://call4action.wikispaces.com/file/view/Collaboration+Rubric.pdf), will be implemented to monitor growth towards these key 21st Century skills. | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| **Student Prior Knowledge (content and information and technology literacy skills)**  The students used discussion boards in the past, but their posts to others lacked focus and formality. Many comments on posts were similar to “Nice job,” or “I thought so, too.” This is an area of need. Students will need to learn how to edit and revise a wiki early in unit. Students are often off-task when they should be reading, so they will need to learn a strategy to assess their engagement with the text. Also, students have difficulty creating questions that require higher level thinking strategies to create and respond to. Lastly, the students have been acting in a disjointed and disrespecting manner to others, and the teacher would like character education infused in the unit.  **Special needs in the class**  There is one anticipated student that isn’t identified as GT, but s/he seems to have grasp grade-level content faster than other students. S/He can comprehend higher level and complex material. | | | | | |
| **Instructional Procedures (Day by day schedule with activities, grouping, resources, responsibilities of teacher and librarian)** | | | | | |
| **Reading Lessons**  **Prerequisite Lesson: Librarian** and **Teacher**: Acclimate students to wiki tool. See Wikis: Work Together on the Web lesson.  **Read aloud to start each day’s lesson**: *Teachable Moments: Lessons from Africa*, by Hank Wagner  **Day 1:** **Librarian** or **Teacher**: Kick off unit by viewing *Pay it Forward* video (note: PG-13 movie; preview for appropriateness for students. Use services and hardware such as Clear Play [www.**clearplay**.com](http://www.clearplay.com) to filter obscenities if desired).  Students will think/write/pair-share their thoughts and then post their reactions to the following question upon completion of the video: **Defend if it would it be possible for an average person to positively impact the world like the character Trevor McKinney did in the movie?** Sub questions: **If so, why isn’t more of this type of outreach being done? If not, what is standing in the way? What characteristics would the person have to have to impact the world like Trevor did?** GOAL students will post their reactions on the wiki: <http://call4action.wikispaces.com/message/list/home> The post is labeled *Pay it Forward Reaction*.  **Day 2:** **Teacher:** Share defenses posted from yesterday’s lesson and cluster similar ideas in a whole group setting. Work in teams to analyze the subquestion responses. Record those thoughts on a collaborative web tool such as bubbl.com **Librarian** provides book talks for discussion novels. See <http://call4action.wikispaces.com/Novel+Discussion+Page> for book options and book information. By the end of the session, students will choose a book to read. Note\* It is beneficial for students to have a partner at the same site for *Say Something*.  **Day 3**: **Teacher:** Show video (to be loaded on the Moodle site) that explains the reasoning behind, and the modeling of, the **Say Something** reading strategy by Kylene Beers. [Say Something prompts](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\Rules_for_Say_Something.pdf) can be accessed on the Moodle Site as well as linked to the wiki.  **Day 4:** **Teacher:** (minilesson) Elements of a Story – Exposition of Plot. Learning target (common core): Analyze how particular elements of a story interact (e.g., how setting shapes thecharacters or plot).  For more information, see <http://www.saskschools.ca/curr_content/k9adapt/gr9/ss/plot.htm>. Students will read first chapter from book using *Say Something* strategy. Students will respond to discussion prompt on wiki.  **Day 5:** **Teacher:** Students provide feedback to other’s posts with use of [Student Comment Rubric](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\Wiki%20Student%20Comments%20Rubric.pdf) that is posted on the wiki site. Minilesson: figurative language – What is a simile, metaphor, and idiom? (SmartBoard activities). Students will continue to read novel selections with *Say Something* strategy. Students will keep track of figurative language from their novels on bookmarks, and they will transfer that information to the wiki to share.  **Day 6:** **Teacher:** Continue to analyze exposition of novel. Read next chunk of text and update rising action on wikis. Share figurative language examples from students by having students check the posts from other literature circles. (Enrichment opportunity: Students could create a Glogster poster or Voice Thread that defines and provides examples of figurative language).  **Day 7: Librarian** or **Teacher**: Lesson: Character Analysis. Set purpose for lesson~ Students will identify and analyze traits of everyday heroes. Students will compare/contrast their personal traits with the characters in the novels. [Character Trait Lesson](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\CharacterTraitswithPractice.ppt) Continue to monitor character by completing the [graphic organizer](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\analyzingcharacters.pdf)  **Day 8-25:** **Teacher:** Additional lessons involving reading Common Core standards will be taught as students complete the reading of their selected novels.  **Lessons:**  **Text structure** and its impact on meaning. Resources: [text structure cards.doc](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\text%20structure%20cards.doc) [Text Structure Goose Bumps examples.doc](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\Text%20Structure%20Goose%20Bumps%20examples.doc) Assessment: Students will identify text structure of chosen novel and defend how that impacts the theme of the novel on the wiki under Novel Discussion page.  **Central themes** of the books, and how evidence from each book supports the common theme. Students will practice inference skills to draw conclusions about themes based on text details. [Themes Lesson & Graphic Organizers](http://www.scholastic.com/teachers/top-teaching/2011/02/helping-students-grasp-themes-literature) (organizers also linked to Novel Discussion Pages) Assessment: Graphic organizer. Also, students will design posters that use images and limited text to display throughout the Call to Action part of the unit for inspiration and focus.  **Questioning Techniques** – learn [Question/Answer Relationships](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\QARQuestionAnswerRelationshipTeachingChildrenWheretoSeekAnswerstoQuestions.pdf) (Taffy Raphael). Students will generate their own questions about the books they’re reading from *Author & Me* or *On My Own* catagories, and they will post them on the discussion areas of their novel page in the wiki. Assessment: anectotal records of discussions.  **Inference Skill Lesson:** Introduce lesson with minilesson choice: [**Inference Lesson Plan.pdf**](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\Inference%20Lesson%20Plan.pdf)Students will use graphic organizer to cite evidence that supports inferences. Assessment: [Graphic organizers](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\ReadingGraphicOrganizers.pdf) and observations/anecdotal records of discussion posts on the novel page of the wiki site. \*\*NOTE\*\* additional graphic organizers are on the PDF in case the teacher or LMS notices additional areas of reading needs.  **Compare and contrast a text to an audio, video, or multimedia version of the text,** analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). – Mr. Wagner, author of *Teachable Moments: Lessons from Africa* has volunteered to meet w/students at GOAL Academy to share his ministries in a presentation. This will be arranged after the book has been completed in a read-aloud format to all students. Students will use [Compare/Contrast graphic organizer](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\ReadingGraphicOrganizers.pdf) to organize details. In thank-you letters, students will differentiate the lessons they’ve learned through the book versus the presentation.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Writing Lessons:** **Teacher** Minilesson: Power Writing (see wiki page) . This format can be adapted to almost any kind of writing purpose needed to carry out the Call for Action portion of this unit.  Convention lessons will be implemented depending on formative anecdotal observations of student work.  Purpose and Audience (6 Trait Voice): Variation of lesson: <http://www.readwritethink.org/classroom-resources/lesson-plans/audience-purpose-language-electronic-159.html?tab=4#tabs>  The linked lesson is a bit dated, but it has a good skeleton to build from. Instead of concentrating on e-mail, the communications could be any type of electronic or traditional written communication. For instructional activities #4, add “request a meeting with a local business leader (or administrator, etc).” Show students where to find templates of formal and informal letters on wiki.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Inquiry Lesson**  **Call for Action! Librarian** and **Teacher**: Students will identify an area that needs improvement in their communities or abroad by brainstorming and consulting with school and community officials. Schools from around the world will be invited to participate in a collaborative problem-solving project aimed at improving or solving a problem. Web 2.0 tools will be utilized to brainstorm problems, create partnerships between schools, communicate between students, and implement plans of action. Students will periodically utilize videoconferencing tools to meet “face to face.” Students will communicate the results of their project to their school board and/or other stake-holders by creating a visual presentation of their choice. Students will reflect upon their project journey. Each team of students will be allowed to engage in this reflection with a web tool of their choice (Voicethread, video conference, etc).  Periodically scheduled videoconferencing opportunities (1 x per month) will allow students to connect with other cultures and areas around the world.  ***Kick Off:*** **Librarian** & **Teacher**: upon completion of Everyday Hero Unit for GOAL Academy) Students’ posters about themes of the novels are displayed. Students will bring in food to share in a potluck festivity. Students partake in a whole-group discussion and sharing about the everyday hero highlighted in the books. Students will work in small groups to complete a 2-circle Venn Diagram comparing the main characters in their novels to themselves. Return to large group to share insights.  Inspirational Video: (note… there is advertisement, so one could have it ready & paused at the beginning of the actual video) Video: <http://youtu.be/PivWY9wn5ps>  **Whole group lecture –**  Define *legacy* .  Background build: Discuss the problems that the characters in the novels faced. How did they go about resolving the problems? What are the aspects of problem-solving? View and discuss [Problem Solving Rubric](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\Problem%20Solving.pdf) (located on navigation bar of wiki). Analyze the process of planning and implementing the potluck festivity against the rubric. What parts of the rubric would be addressed? How was the meal eventually put together? (by everyone pitching in).  Turn-n-Talk: What does it mean to collaborate? Share with whole group. Define collaboration. Journal: How could collaboration and problem-solving compliment one another? View and discuss [Collaboration Rubric.](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Desktop\Collaboration%20Rubric.pdf)  Assessment: Students will date each rubric and self-assess their progress against the criteria of the rubrics. This and the jounal entry will serve as a baseline assessment.  **Lesson #1~** Problem #1: How can we share information about our group, school, community and local culture to others interested in participating in the Call for Action project? Implement plan to accomplish this task and have it uploaded to the wiki. Deadline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Assess with Problem-solving and collaboration rubrics.  **Lesson #2~** Problem #2: Identify a local problem and apply problem-solving and collaboration skills to improve a condition or resolve an issue. If there are area Call for Action participants that want to collaborate, then do so as team sees fit. Deadline\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Assess with Problem-solving and collaboration rubrics.  **Lesson #3~**: Identify a national or global problem and apply problem-solving and collaboration skills to improve a condition or resolve an issue. This will serve as this year’s *Leaving My Legacy* project. Students to analyze not only ways to improve conditions, but they will also work to discover the underlying cause of the problem. For instance, students may collaborate to help those that are hungry. Besides canned food drives to donate to shelters, they will analyze and apply problem-solving skills to the underlying causes of *why* people are hungry. Deadline\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Summative Assessments: Librarian** & **Teacher**: Assess with Problem-solving and collaboration rubrics- this will serve at the summative assessment. Journal: What was YOUR legacy to this unit? Finally, design and construct a presentation for the board and/or stake-holders. | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | There are none (currently), but Peer-Mediated Instruction and Intervention for students with social needs and attention deficites. Speech to text applications or software for those with fine motor impairments. FM systems can be used for assist those with hearing loss. | | |
|  | **Nonnative Speakers** | | There are none (currently), but a nonnative speaker could be partnered with students from a country that speaks the same language. An alternate modification would be to use translating web tools (like **translate**.**google**.com) to assist with getting key points conveyed between students. | | |
|  | **Gifted/Talented Students** | | Everyday Hero portion (novel unit) – Students can choose more text with more complexity and challing lexile levels.  Writing portion: Student can investigate various medias available via software applications and web tools, and he or she can create creative communications.  Inquiry Unit: The unit is inherently geared towards differentiation by interest and complexity. | | |
|  | **Learning preferences (visual spatial, visual linguistic, auditory, tactile / kinesthetic)** | | Visual spatial and visual linguistic: Utilization of videos, book, PowerPoint reading strategy lessons, creation of posters, and wiki posts  Auditory: Discussions, videos/music, read alouds  Tactile/Kinesthetic: creating and consumption of potluck meal, *Wiki: Work Together on the Web* lesson has students scatter throughout building to partake in e-mailing scenario. | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

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| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other membership in wiki |

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| **Printed Materials** | *Princess Furball* by Charlotte Huck.  *Teachable Moments: Lessons from Africa*, by Hank Wagner (read aloud)  *When Kids Can’t Read; What Teachers Can Do*, by Kylene Beers (teacher resource – Say Something strategy)  Need copies of the novels that students select (see <http://call4action.wikispaces.com/Literature+Discussion+Home+Page> for novel choices) |
| **Supplies** | DVD player with filter such as ClearPlay brand.  Movie: *Pay It Forward (*Southwest Media) |
| **Internet Resources** | <http://call4action.wikispaces.com/home> project wiki  <http://mrsmcgowan.com/books/character_traits.html> (for additional book selections to model character traits) |
| **Other Resources** | [CharacterTraitswithPractice.ppt](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\CharacterTraitswithPractice.ppt) [Character Trait Graphic Organizer](file:///C:\Users\sorlilis\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\B0G1MD8S\analyzingcharacters.pdf) |

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